

# Creating Genre Books

## Purpose

Students will learn to recognize elements typical of different genres of fiction and will use their knowledge to create new stories.

## Materials

*For the teacher:* chalk, chalkboard, paperback novels

*For the students:* copies of Black Line Master (BLM) *Our Genre Book*, art supplies for designing cover

## Activity

### A. Pre-Activity Discussion

1. Show students paperback novels of several familiar genres (e.g., romance, mystery, realistic fiction, fantasy). Cover the titles so that they can only see the book design and artwork.
2. Ask students to guess the genre of each book from the covers. Write their guesses on the board.
3. While hiding the covers from students, read aloud the opening paragraph from each book. Ask students to guess which passage goes with which book.
4. Discuss students' guesses. Ask: "How do you know what will be in a certain type of book?"
5. Write the word "Genres" on the chalkboard. Explain that *genres* are different types of stories or books. Under this heading make columns for different genres students are most likely to have read, such as fairy tales, mysteries, science fiction, realistic novels, etc.
6. For each column, have the class list several characteristics or elements that are typical of the genre.

### B. Creating a Book or Story

1. Divide students into groups and assign each group one of the genres listed on the board. Give each student a copy of the BLM *Our Genre Book*.
2. Tell student groups that each group will make up a story or a book of their genre using the BLM. Direct each group to invent a plot for its novel and come up with characters and story elements that would be appropriate or typical for the genre.

(continued)

## connecting across the curriculum



### Visual Arts

Have students learn about book design and construction, and have them print, illustrate, and bind a model book using their completed project as the text.

## MEETING INDIVIDUAL NEEDS



Pair students who are not as strong in reading with group members who are more proficient. Direct students who have difficulty writing to contribute orally and help with artwork. Have students who are strong writers write an extra scene or a chapter as a creative writing exercise.

**Standards Links**  
**6.1.1, 6.5.1, 6.7.10**

**Activity (continued)**

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3. To help students think in specific terms, suggest a few elements that should be included in all the stories (e.g., tell them that each group's plot has to involve an old house, a bird, and a mysterious man or woman).
4. Direct each group to work cooperatively and assign roles as needed.
5. Have the groups continue their projects by writing a complete plot summary and designing a cover for each book.

**C. Close the Activity**

1. Have each group read its summary to the class and display the cover of the book.
2. Have the other students guess the genre of the book, naming the clues that helped them to guess.

**Classroom Assessment**

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**Basic Concepts and Processes**

When you are finished with the activities, assess students' knowledge by asking the following questions:

 What genres do you like to read?

 What are some characteristics of this genre?

 How can you tell if a book will be a [*insert type of genre*]?

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# Our Genre Book

## Teacher Directions

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Divide students into groups. Assign each group a different genre (e.g., mystery, realistic novel, romance, historical novel, fairy tale, etc.).

Distribute the BLM *Our Genre Book*, and have each group fill in the genre type at the top of the BLM. Direct each group to use the BLM to help them plan the details of its book. When they have finished, have students write more detailed summaries of their stories to read to the class.

## Answer Key

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Answers will vary.